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ABSTRACT

This collection of appendices to the "Evaluation of School-Based Right to Read Sites" includes "Evaluation of Right to Read Materials," which presents an overview and discusses the evaluation procedure and evaluation results; "Instruments," which includes mail-out materials and regional conference materials; "Bibliography," which presents journal articles, books, and ERIC documents pertinent to the study; "Master Matrix of Right to Read Sites," which lists the codes used to describe participating schools and lists each school participating in the evaluation program; and "Consultants: Titles and Areas of Specialization," which lists the consultants who participated in this Right to Read study. (WR,

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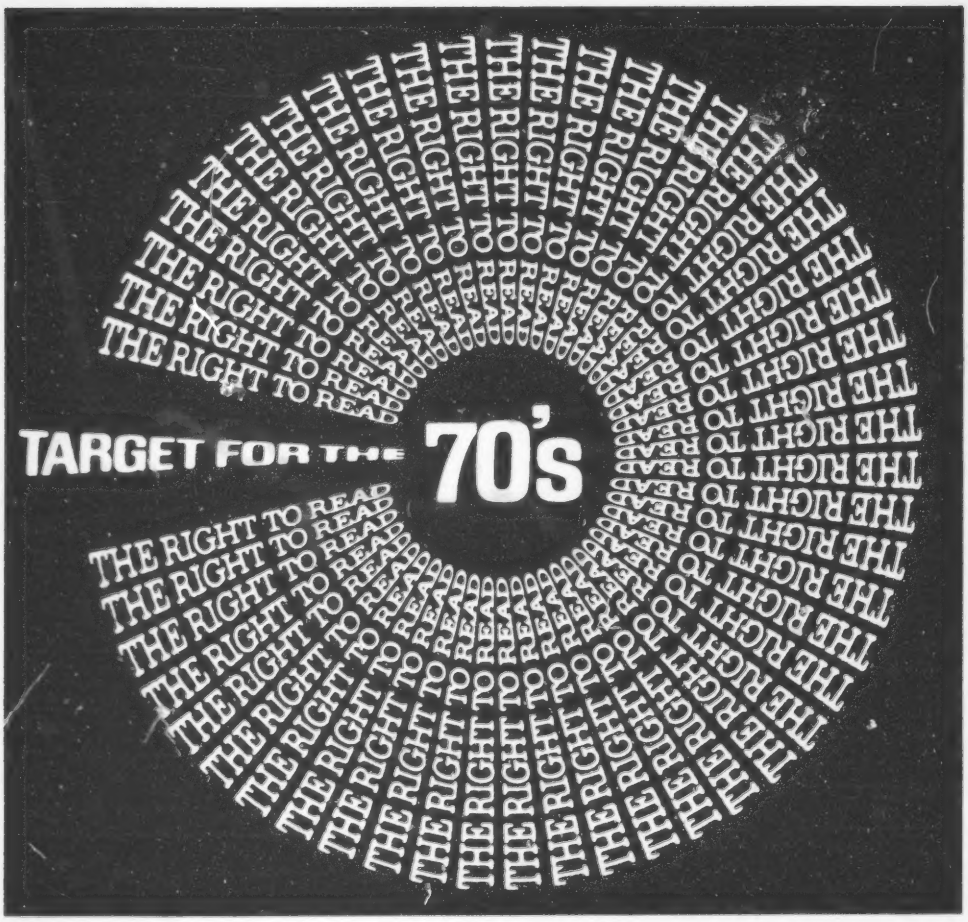

CONTEMPORARY RESEARCH INCORPORATED

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evaluation of school-based right to read sites

volume IV appendices

OCTOBER 1973

PREPARED FOR:
U.S. OFFICE OF EDUCATION
WASHINGTON, D.C.

CRI

1100 GLENDON AVENUE, LOS ANGELES, CALIFORNIA 90024 (213) 477-5066
1730 M STREET, N.W., WASHINGTON, D.C. 20036 (202) 785-3023

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APPENDIX A. EVALUATION OF RIGHT TO READ MATERIALS

I. Overview

A. Description of Materials

In order to provide a basic framework for program operations, the National Right to Read Office sent planning and implementation materials to every Right to Read site. These materials included the following:

- Right to Read General Plan of Action

This twenty-one page guideline delineated the roles of the Office of Education, State education agency (SEA), local school district (LEA), Unit Task Force, and Technical Assistance Teams in implementing local Right to Read programs.

- Needs Assessment Package (NAP)

The NAP contained forty-five pages of directions for assessing site needs in terms of student achievement and attitude; personnel; material resources; curriculum and instructional techniques. The NAP also supplied charts for the display of pertinent data.

- Program Planning Procedure (PPP)

This fifteen-page package contained directions for selecting a basic approach to meeting program objectives; reviewing and selecting alternative methods, materials, and program organizations; and redirecting existing resources to support the new program. The kit also contained charts for displaying pertinent information.

- Information Capsules (ICs)

As a part of the Program Planning Procedure, a set of five information capsules containing filmstrips, cassettes, charts, and booklets was sent to each site. These capsules described exemplary reading programs at the elementary, junior high, and high school levels.

- Statement of Work

The twenty-four page Statement of Work guidelines gave directions and a format for describing the Right to Read school--its objectives, reading approach, personnel, and budget.

- Status and Reporting Center (S&RC)

This package contained fourteen pages of directions and several charts for displaying information concerning program goals and progress.

B. Role of Right to Read Office and the Need to Evaluate Planning Materials

The National Right to Read Office believes it is an integral part of a team effort (along with State and local education agencies, and citizens of the school community) to bring about functional literacy by 1980 for 99 percent of all U. S. citizens 16 years of age or under and for 90 percent of those over 16 years of age. Therefore, the National Right to Read Office has assisted in the planning, operation, and evaluation of Right to Read programs. A part of this assistance has been to develop materials for a basic framework for planning and implementing such programs.

The Right to Read Office felt it was necessary to evaluate these materials to ensure the effectiveness of program planning and implementation; therefore, the Right to Read Office asked CRI to include this evaluation as a part of its 1972-73 assessment.

II. Evaluation Procedure

A. Development of Instruments

As a first step in the evaluation of these Right to Read materials, CRI staff reviewed the materials and simulated the needs assessment and program planning and implementation procedures to be followed at the Right to Read sites. A product of this task was the development of questionnaires and group discussion formats to be used in the Regional Workshops held in the summer of 1972. Instruments

were developed for parents, teachers, and principals, all of whom were to be members of the Unit Task Force (UTF) at each site. The questionnaires and group discussions elicited information concerning the materials' effectiveness in terms of the following objectives:

- Full Utilization--The extent to which the planning materials and procedures were used.
- Self-sufficiency--The extent to which the materials were self-explanatory.
- Uniqueness--Whether the materials and procedures were unique or only a duplication of a system already available and in use by school districts.
- Usefulness--Extent to which materials were flexible enough to apply over a broad range of local conditions, schools, and school systems.

B. Regional Workshops

Regional Workshops were held in July 1972, in Atlanta, Philadelphia, Chicago, and San Francisco. The workshops were attended by representatives of each local Unit Task Force (from all sites, excluding satellite sites), Technical Assistance Teams, and National Right to Read staff. CRI also invited consultants to each of the regional workshops.

The workshops were designed to give UTF members (parents, teachers, and principals) the opportunity to make input to CRI on recommended changes and reactions to the program planning materials and procedures. At each workshop, participants were divided into role groups and were asked to fill out the questionnaires provided. A one-half day focused group discussion was then held to ensure that participants were able to fully contribute their ideas concerning the materials and procedures. In all, approximately fifteen parents, forty-three administrators, and twenty-seven teachers attended the conferences.

III. Evaluation Results

Based on the data gathered at the Regional Workshops, CRI revised the materials and procedures and submitted these revisions to the National Right to Read Office for approval. The revisions included omitting some procedures and materials (including the Information Capsules) which people felt were not useful or which were not utilized. Other revisions involved clarification of terminology in order to improve the self-sufficiency of materials. Although most respondents had participated in this particular approach to needs assessment and program planning before, they all agreed that the materials and procedures were useful and stated that they would recommend them to other schools and school districts.

After approval was received from the National Right to Read Office, CRI had 500 copies of the revised materials printed for immediate dissemination to Right to Read sites and other interested schools and school districts. End-of-year reactions to these materials as reported in the individual site self-evaluations are included as Section E (Volume III, Parts I, II, and III) in the Individual Site Assessments.

APPENDIX B. INSTRUMENTS

Six instruments were developed to assess program/process variables and student reading achievement. These instruments appear in Section I of this appendix. The eight forms developed for use at the regional conferences appear in Section II.

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CRI CONTEMPORARY RESEARCH INCORPORATED

1100 GLENDON AVENUE LOS ANGELES, CALIF. 90024 (213) 477-5066

Dear (Project Director):

As you are already aware, Contemporary Research Incorporated is under contract with the U.S. Office of Education to undertake a descriptive assessment of all school-based Right-to-Read sites in the country. This assessment is to take place during the 1972-73 school year.

As an initial step toward implementing the assessment process, we are sending you the enclosed instruments (questionnaires) for the teachers in your Right-to-Read program. These instruments have been approved by the Right-to-Read Office in Washington. The ones entitled, "Process Variables", "Attitude Data", and "Achievement Data" are to be filled out by the teacher for each class the teacher is presently teaching in the Right-to-Read program. The others will be filled out once only by each teacher in the program. We have tried to estimate the total number of instruments your site will need and have sent you that number. If you need more, may I ask that you duplicate the amount needed? Use the enclosed preaddressed envelopes to return them to us by_____. Please ask each teacher to return his/her instruments in a separate envelope.

At a later date, we will ask for scores related to the pre- and post-tests on reading achievement and student attitude. The cover sheet attached to each set of instruments indicates the confidential manner in which we shall treat all data.

I would like to stress the importance of these instruments to our assessment program. May I ask you, as the project director at your school, to encourage each teacher in the program to fill out each instrument as completely as possible and that the instruments be returned by the date indicated above. Some type of follow-up on your part to assure their prompt return will be most appreciated.

If I may be of any assistance whatsoever, please do not hesitate to call me. Thank you kindly for your cooperation in this matter.

Sincerely,

Jim Vasquez
Program Director, Right-to-Read Project Assessment

JV/cr
cc: District Superintendent
Dr. Ruth Holloway

CRI CONTEMPORARY RESEARCH INCORPORATED

1100 GLENDON AVENUE LOS ANGELES, CALIF. 90024 (213) 477-5066

Dear Teacher:

These instruments (questionnaires) constitute the initial step CRI is taking pursuant to fulfilling our contract with the U. S. Office of Education for an assessment of all school-based Right to Read sites in the country. Data pertinent to particular individuals and sites will be confidential and all reports will be released through the Right to Read Office in Washington.

The instruments entitled "Process Variables", "Attitude Data", and "Achievement Data" should be filled out as soon as possible for each Right to Read class you are presently teaching. The others will be filled out once only.

Your Name _____

Estimated time for completion of all instruments _____

Please return all instruments, including this page, to the above address by _____.

Keep instruments stapled together and return in the envelope we have provided. Please fill out the information below.

Name of School _____

_____

City State Zip

B-7/8-8

CRI CONTEMPORARY RESEARCH INCORPORATED

1100 GLENDON AVENUE LOS ANGELES, CALIF. 90024 (213) 477-5066

Dear (Project Director):

Contemporary Research Incorporated is completing the initial mailout for its assessment of Right-to-Read programs. This constitutes the first step CRI is taking pursuant to fulfilling its contract with the U. S. Office of Education. Data pertinent to particular individuals and sites will be confidential and all reports will be released through the Right-to-Read Office in Washington, D. C.

As yet we have not received from your site all the information needed in order to complete this assessment. Below we have checked the information that is lacking and have written the names of those teachers from whom we have not received information.

We have enclosed the corresponding instruments with a return, prepaid envelope. We will greatly appreciate receiving this information at the earliest possible date because of its importance to our assessment.

__ Process Variables (one for each class taught)_____

_____

__ Teacher Characteristics_____

_____

__ Attitude Toward Right-to-Read_____

_____

__ Attitude Data_____

_____

__ Achievement Data_____

_____

__ Teacher Questionnaire, Form A_____

_____

__ Teacher Questionnaire, Form B_____

_____

__ All of the above instruments_____

_____

Thank you kindly for your cooperation in this matter.

Sincerely,

James Vasquez
Program Manager
Right-to-Read Project Assessment

CRI CONTEMPORARY RESEARCH INCORPORATED

1100 GLENDON AVENUE LOS ANGELES, CALIF. 90024 (213) 477-5066

Dear (Project Director):

As a final step in the data collection schedule, Contemporary Research Incorporated is sending the enclosed instruments to school-based Right to Read sites. This assessment is being done pursuant to our contract with the U. S. Office of Education.

The instruments entitled, "Achievement and Attitude Data -- Class Scores" and "Achievement and Attitude Data -- Individual Scores" are to be filled out by each teacher and for each class the teacher presently is teaching in the Right to Read program. The other instrument, "Teacher Questionnaire Form A (or Form B)", will be filled out once only by each teacher. We have tried to estimate the total number of instruments your site will need and have sent you that number. If you need more, may I ask that you duplicate the amount needed? Use the enclosed pre-addressed envelopes to return them to us within two weeks of receipt. Please ask each teacher to return his/her instruments in a separate envelope. The cover sheet attached to each set of instruments indicates the confidential manner in which we shall treat all data.

May I request once again that due to the importance of these instruments to our assessment, you as the project director encourage each teacher in the program to fill out each instrument as completely as possible and that the instruments be returned at the earliest possible date? Thank you most kindly.

If I may be of any assistance whatsoever, please do not hesitate to call me.

Sincerely,

James Vasquez
Program Manager
Right to Read Assessment

cc: District Superintendent
Dr. Ruth Love Holloway

CRI CONTEMPORARY RESEARCH INCORPORATED

1100 GLENDON AVENUE LOS ANGELES, CALIF. 90024 (213) 477-5066

Dear (Project Director):

Contemporary Research Incorporated is completing the final step in its data collection schedule for the assessment of Right to Read programs. This assessment is being done pursuant to our contract with the U. S. Office of Education.

As yet we have not received all the information that is needed to complete this task. Below we have checked the information that is lacking and have written the names of those teachers from whom we have not received the needed information.

We have enclosed the needed forms and pre-addressed, stamped envelopes in order to facilitate the receipt of this information. Due to the importance of these instruments may I request that you encourage each teacher to complete the forms and send them back as soon as possible? Thank you kindly.

___ "Achievement and Attitude Data -- Class Scores" _____

_____

___ "Achievement and Attitude Data -- Individual Scores" _____

_____

___ "Teacher Questionnaire, Form A" _____

_____

___ "Teacher Questionnaire, Form B" _____

_____

If I may be of any assistance, please do not hesitate to call me.

Sincerely,

James Vasquez
Program Manager
Right to Read Assessment

CRI CONTEMPORARY RESEARCH INCORPORATED

1100 GLENDON AVENUE LOS ANGELES, CALIF. 90024 (213) 477-5066

Dear Teacher:

The enclosed forms constitute the final step Contemporary Research Incorporated is taking pursuant to fulfilling our contract with the U.S. Office of Education for an assessment of school-based Right-to-Read sites. Data pertinent to particular individuals and sites will be confidential and all reports will be released through the Right-to-Read Office in Washington, D.C.

The instruments entitled "Achievement and Attitude Data -- Class Scores," "Achievement and Attitude Data -- Individual Scores," and "Teacher Questionnaire, Form A (or Form B)" should be filled out as soon as possible and returned to our office. Enclosed you will find a pre-addressed, stamped envelope to facilitate the return of these instruments. Please return all instruments, including this letter, to the above address by _____.

Your Name _____

Name of School _____

City and State _____

Thank you for your cooperation.

SECTION I: MAIL OUT MATERIALS

(ID=1-16, 17=1)

PROCESS VARIABLES

Grade _____ Section _____

PROGRAM LOCATION

1. Reading instruction is typically provided in one or more of the following basic ways. Please indicate in the boxes on the right the total number of hours per semester spent in each of the three basic ways.

	No. of Hours Per Semester	
a. Reading is taught as a separate subject.		18-20
b. Reading is taught indirectly through other subject matter.		21-23
c. Special assistance is provided outside the classroom for students in special need of reading help.		24-26

TEACHER/STUDENT ORGANIZATION

2. The teacher/student organization can vary in the following ways. Please indicate in the boxes on the right the total number of hours per semester spent using each of the following ways.

	No. of Hours Per Semester	
a. Single teacher--multi-subjects		27-29
b. Reading specialty (responsible for more than one class)		30-32
c. Team teachers		33-35
d. Students doing cross-age teaching		36-38
e. Tutor-specialist		39-41
f. Tutor-aide		42-44
g. Other (specify) _____		45-47

2a. Of the reasons listed below, indicate the one you consider most important in selecting the instructional approach you employ in the classroom. (CIRCLE ONE NUMBER ONLY.)

Administrative advice	1	
Other teachers' suggestions	2	
Advice of experts and consultants	3	48
Trial and error in my own classroom	4	
Other (specify) _____	5	

_____

TIME SPENT IN PROGRAM

3. Indicate in the boxes the number of students and the number of hours that the pupils typically spend in the reading program per semester. If different groups spend different amounts of time, list each group on a separate line and the hours spent in the reading program.

	Number of Students	Number of Hours per Semester	
1.			49-51, 52-54
2.			55-57, 58-60
3.			61-63, 64-66
			67-69, 70-72
			73-75, 76-77

BASIC APPROACH

4. Total number of hours per semester you teach in the reading program.

_____ Hours 78-80

4a. The basic approaches to reading instruction in the classroom may by divided into the following 10 general categories. Please indicate in the boxes on the right the total number of hours per semester spent in each of the basic approaches. (SEE ATTACHED LIST OR APPENDIX II OF THE RIGHT TO READ NEEDS ASSESSMENT PACKAGE FOR DEFINITIONS OF THESE TERMS BEFORE LISTING THE HOURS.) (ID=1-16) (17=2)

	No. of Hours per Semester	
a. Meaning emphasis		18-20
b. Code emphasis		21-23
c. Linguistics		24-26
d. Modified alphabet		27-29
e. Responsive environment		30-32
f. Programmed learning		33-35
g. Individualized reading		36-38
h. Language experience		39-41
i. Eclectic or author's own		42-44
j. Other (specify) _____		45-47

Total _____ 48-50
(Must equal number of hours in Question 4.)

TECHNIQUES

5. The techniques for reading instruction are listed below. Please indicate in the boxes on the right the average number of hours per semester spent using each of the techniques. (SEE LIST INCLUDED IN THIS PACKAGE OR APPENDIX II OF THE RIGHT-TO-READ NEEDS ASSESSMENT PACKAGE FOR DEFINITIONS BEFORE LISTING THE HOURS.)

	No. of Hours per Semester	
a. Machine-based programmed instruction		52-54
b. Other programmed instruction		55-57
c. Gaming/simulation		58-60
d. Instructional TV		61-63
e. Interactive media		64-66
f. Intensive involvement		67-69
g. Discussion groups		70-72
h. Demonstration-performance		73-75
i. Lecture		76-78 (ID1-16, 17-3)
j. Contracts		18-20
k. Use of supplementary materials		21-23
l. Other (specify) _____		24-26

6. Please indicate in the boxes on the right the total number of hours per semester spent in each of the student organization reading schemes.

	No. of Hours per Semester	
a. Individualized reading instruction		27-29
b. Small groups (5 or less students)		30-32
c. Large groups (6 or more students)		33-35
d. Total class		36-38

EVALUATION

7. Each of the following items is considered an element of evaluation. Indicate in the boxes on the right which of these items is utilized in this classroom.

	Yes 1	No 2	
a. Diagnostic reading tests are used with most or all students to determine individual reading needs.			39
b. The teacher has formulated or selected specific objectives for each student.			40
c. The teacher has formulated or selected specific objectives for the entire class.			41
d. The teacher has developed or identified an instrument for measuring attitudes toward reading.			42
e. The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.			43
f. Performance of students is measured in terms of objectives set for each individual.			44
g. Performance of students is measured in terms of objectives set for the entire class.			45
h. Visible records are kept of class performance.			46
i. Records of each student's performance are kept with respect to each objective.			47
j. Students are kept informed of their progress.			48
k. Students are involved in self-evaluation.			49
l. Parents are informed of students' progress.			50

ETHNICITY OF CLASS

8. Please indicate in the appropriate boxes the number of students of each race in the class.

		Number of Students	
a.	Native American (Amerindian)		52-54
b.	Asian American		55-57
c.	Black		58-60
d.	Mexican American		61-63
e.	Puerto Rican		64-66
f.	White		67-69
g.	Other (specify) _____		70-72

9. What percent of reading instruction is given in the following languages?

	Language	Percent of Time	
a.	Standard English	_____%	73-75
b.	Non-Standard English	_____% (ID1-16,	76-78
c.	Spanish	_____% 17=4)	18-20
d.	French	_____%	21-23
e.	Indian Dialect	_____%	24-26
f.	Japanese	_____%	27-29
g.	Other (specify) _____	_____%	30-32

10. What is your native language? (CIRCLE ONLY ONE NUMBER)

	Language		
a.	Standard English	1	
b.	Non-Standard English	2	
c.	Spanish	3	33
d.	French	4	
e.	Indian Dialect	5	
f.	Japanese	6	
g.	Other (specify)	7	

_____

11. What languages do you speak fluently?

	Language	Yes 1	No 2	
a.	Standard English			34
b.	Non-Standard English			35
c.	Spanish			36
d.	French			37
e.	Indian Dialect			38
f.	Japanese			39
g.	Other (specify)			40

_____

12. Indicate the percent of students in your class that speak the following languages as their native language.

	Language	Percent of Students	
a.	Standard English	_____%	41-43
b.	Non-Standard English	_____%	44-46
c.	Spanish	_____%	47-49
d.	French	_____%	50-52
e.	Indian dialect	_____%	53-55
f.	Japanese	_____%	56-58
g.	Other (specify)	_____%	59-61

_____

13. What percent of students in your Right to Read class do not fluently speak your native language? _____% 62-64

14. Do you have difficulty in communicating with those students whose native language is not English?

Yes	1	65
No	2	

15. Do teacher aides work in your classroom? (IF NO, END HERE.)

Yes	1	66
No	2	

15a. (IF YES) How many are paid? _____ 67-68

15b. How many are not paid? _____ 69-70

16. What is the average number of hours each aide works per semester?

_____Hours 71-73

17. (IF YES to item 15) Who are your teacher aides?

		Yes 1	No 2	
a.	Parent			74
b.	Student teacher (from local college)			75
c.	Community organization member			76
d.	High school student			77
e.	Other (specify)			78

_____ (ID=1-16, 17=5)

18. (IF YES to item 15) What types of activities does the aide(s) in this classroom perform? (CIRCLE AS MANY AS APPLY.)

		Yes 1	No 2	
a.	Tutoring students			18
b.	Mark tests			19
c.	Distribution of materials			20
d.	Working in the small and large groups			21
e.	Preparation of materials			22
f.	Liaison with parent and other outside personnel			23
g.	Bus monitor			24
h.	Supervision of recreational activities in or outside class			25
i.	Classroom maintenance			26
j.	Supervision of field trips			27
k.	Other (specify) _____			28

_____

19. (IF YES TO ITEM 15) How would you rate their contribution to your reading program? (CIRCLE ONLY ONE.)

Very effective	1	
Effective	2	29
Ineffective	3	
Very ineffective	4	

(ID 1-10 11=0, 12=4)

TEACHER CHARACTERISTICS

1. Name of School: _____ City _____ State _____

The following questions are for data classification and analysis purposes. Please circle the code number to the right of the appropriate answer. Fill in the information requested in the appropriate blank.

2. What is your age?

Under 20 years	1	13
20-24	2	
25-29	3	
30-34	4	
35-39	5	
40-44	6	
45-49	7	
50-54	8	
55 or over	9	

3. Sex:

Male	1	14
Female	2	

4. To which ethnic group do you belong?

Amerindian (Native American)	1	15
Asian American	2	
Black	3	
Mexican American	4	
Puerto Rican	5	
White	6	
Other (specify)	7	

_____

5. What is your marital status?

Married	1	16
Single	2	

6. How many children do you have? _____ 17-18

7. Please circle the category which best describes the community in which you were raised. (If you lived in several types of communities, please circle the one type that was the most dominant influence.)

Rural	1	19
Suburban	2	
Urban	3	
Inner City	4	

8. Please circle the category which best describes the community in which you presently reside.

Rural	1	20
Suburban	2	
Urban	3	
Inner City	4	

9. What is the highest degree that you hold?

B.A. or B.S.	1	21
M.A. or M.S.	2	
Ph.D.	3	
Other (specify)_____	4	

10. In what area is your degree?

Education	1	22
Social Sciences	2	
Humanities	3	
Fine Arts	4	
Physical Sciences	5	
Mathematics	6	
Other (specify)_____	7	

11. In what year did you obtain your B.A.? _____ 23-24

12. For how many years have you taught in this school? (Exclude student teaching)

_____years 25-26

13. For how many years have you taught? (Exclude student teaching)

_____years 27-28

14. Please circle the grade level(s) you currently teach.

Pre-Kindergarten	1	
Kindergarten	2	
1-2	3	
3-4	4	
5-6	5	29
7-9	6	
10-12	7	
EMR	8	
Special (please specify)	9	

_____

15. What is your job title? (CIRCLE APPROPRIATE NUMBER)

Reading Specialist	1	
Teacher of Reading	2	30
Bilingual Specialist	3	
Multi-subject teacher	4	
Other (please specify)	5	

_____

TEACHER ATTITUDE TOWARD RIGHT TO READ

1. Please indicate by placing a check (✓) in the appropriate box which of the following features are included in your Right to Read program. Then rate those features in terms of their effect on improving students' reading skills.

Features	Included in Right to Read		Effectiveness						
	Yes 1	No 2	Excellent 1	Good 2	Adequate 3	Poor 4	Very Poor 5	Not Enough Info. 6	
a. Parental involvement									31-32
b. Teacher in-service training									33-34
c. Utilization of reading specialist									35-36
d. Instructional materials									37-38
e. Other (please specify) _____									39-40

2. If given the option, would you choose to continue teaching in the Right to Read program next year? (Circle the number of the appropriate answer.)

Yes	1	41
Yes, but only if changes are made in the program	2	
Questionable, a lot of improvements would have to be made	3	
No	4	

(ID 1-10, 11=0, 12=3)

TEACHER QUESTIONNAIRE FORM A

1. When teachers of reading find that their students have difficulty in learning to read they report a number of reasons for this phenomenon. (The following list contains some factors often mentioned as decisive in determining how well a child learns to read.) On the basis of your experience, indicate the extent to which you agree or disagree with each item below by checking the appropriate space.

- Success in learning to read well is usually traceable to:	Strongly Agree	Agree	Disagree	Strongly Disagree	
	1	2	3	4	
___ a. How carefully the student works.					13
___ b. How much creativity the teacher has.					14
___ c. How much confidence the student has in himself.					15
___ d. Whether the teacher likes the student.					16
___ e. How difficult the reading material is.					17
___ f. The ability of the teacher to communicate with her students.					18
___ g. How fortunate the student is in general					19
___ h. How alert the student is during reading instruction.					20
___ i. How much teacher preparation goes into a reading lesson.					21
___ j. How much the student cares about learning to read.					22
___ k. The socioeconomic background of the student.					23
___ l. How much competency the teacher has.					24
___ m. The ability of the teacher to individualize instruction.					25

	Strongly Agree	Agree	Disagree	Strongly Disagree	
	1	2	3	4	
___ n. Whether the student's parents read at home.					26
___ o. How much time the student spends in working on reading.					27
___ p. Whether the student is a boy or a girl.					28
___ q. Whether the student's parent(s) belong to an ethnic group that is verbally oriented.					29
___ r. How much academic ability the student has.					30

2. Given the items on this questionnaire, choose the three that you believe are most decisive in determining how well a child learns to read and rank them 1, 2, and 3 on the lines provided to the left of the letters. Circle the letters for the three items you believe are least decisive in determining how well a child learns to read. Then rank them 1, 2, and 3 on the lines provided. (Note: 1 = least decisive of them all.)

	31
	32
	33
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TEACHER QUESTIONNAIRE FORM B

1. When teachers of reading find that their students have difficulty in learning to read they report a number of reasons for this phenomenon. (The following list contains some factors often mentioned as decisive in determining how well a child learns to read.) On the basis of your experience, indicate the extent to which you agree or disagree with each item below by checking the appropriate space.

- Failure to learn to read well is usually traceable to:	Strongly Agree	Agree	Disagree	Strongly Disagree	
	1	2	3	4	
___ a. How carefully the student works.					13
___ b. How much creativity the teacher has.					14
___ c. How much confidence the student has in himself.					15
___ d. Whether the teacher likes the student.					16
___ e. How difficult the reading material is.					17
___ f. The ability of the teacher to communicate with her students.					18
___ g. How fortunate the student is in general					19
___ h. How alert the student is during reading instruction.					20
___ i. How much teacher preparation goes into a reading lesson.					21
___ j. How much the student cares about learning to read.					22
___ k. The socioeconomic background of the student.					23
___ l. How much competency the teacher has.					24
___ m. The ability of the teacher to individualize instruction.					25

	Strongly Agree	Agree	Disagree	Strongly Disagree	
	1	2	3	4	
___ n. Whether the student's parents read at home.					26
___ o. How much time the student spends in working on reading.					27
___ p. Whether the student is a boy or a girl.					28
___ q. Whether the student's parent(s) belong to an ethnic group that is verbally oriented.					29
___ r. How much academic ability the student has.					30

2. Given the items on this questionnaire, choose the three that you believe are most decisive in determining how well a child learns to read and rank them 1, 2, and 3 on the lines provided to the left of the letters. Circle the letters for the three items you believe are least decisive in determining how well a child learns to read. Then rank them 1, 2, and 3 on the lines provided. (Note: 1 = least decisive of them all.)

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	35
	36

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O. M. B. No. 51-S73015
Approval Expires: 7-31-73

READING ACHIEVEMENT DATA--INDIVIDUAL SCORES

(ID 1-16) 17-1

(Please fill out this form for each Right-to-Read class. Please report all scores in terms of grade level equivalence.)

Grade_____ Section_____ Name of School_____ City_____ State_____

Name of Teacher_____ Total Days in School Year_____ Total Hours in School Day 21 ____ Hours ____ Minutes ____ 23 24

Please allow 1 line per student; fill in each appropriate column. No names please; space is provided for your own code for each student if you so wish to use it; only report scores for students who took the reading achievement test at the beginning of the year (pre-test) and at the end of the year (post-test).	Age*	Race**	Sex	Average number of hours Daily Right-to-Read Instruction	Total Days Absent During This School Year	Name of Instrument 18 19 20 — Total Reading Scores (In Grade Level Equivalent) 25 26 — Pre-test Form 27 Date Given 28-32	Post-test Form 33 Date Given 34-38	Name of Instrument 39 40 — Total Reading Scores (In Grade Level Equivalent) — Pre-test Form 41 Date Given 42-46	Post-test Form 47 Date Given 48-52	Name of Instrument 22 — Total Reading Scores (In Grade Level Equivalent) — Pre-test Form 55 Date Given 56-60	Post-test Form 61 Date Given 62-66
1.											
2.											
3.											
4.											
5.											
6.											
7.											
8.											
9.											
10.											
11.											
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34.											
35.											
36.											
37.											
38.											
39.											
40.											

D = 1-16 17=2 18-20 21-22 23 24 25-26 27-29 30-33 34-37 38-41 42-45 46-49 50-53

* Please indicate years and months. For example: 10.4 = ten years, four months.

** Please use the following designations: B = Black; W = White; SP = Spanish Surname; I = American Indian; O = Oriental; Oth = Other.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

A major component in the evaluation which Contemporary Research Incorporated (CRI) is undertaking for the U.S. Office of Education's Right to Read office will be the summarizing and reporting of information supplied by the schools in their own project evaluations. For this reason we are providing each Right to Read school with an outline that suggests the kinds of data that should be included in project self-evaluations. It may be that you will want to include additional items in your report. All such information is acceptable, but we consider the following items to be essential.

- Description of program objectives and degree to which they were accomplished
- Identification of present project Director (name and job title, e.g., Principal, Teacher, etc.)
- Total number of students in present Right to Read classes by grade level.
- Total number of students presently in school by grade level
- Ethnic breakdown (percentages) of students presently in Right to Read classes by grade level (please use the following categories in reporting all items related to ethnicity: American Indian, Black, Mexican American, Asian American, Puerto Rican, White, Other).
- Ethnic breakdown of teachers of Right to Read classes by grade level
- Nature and extent of in-service staff training
- Activities of the Unit Task Force during both Planning and Implementation phases
- Use of Right to Read Technical Assistants during both Planning and Implementation phases

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

- Description of how the diagnostic-prescriptive approach was used
- Usefulness of the Program Planning Procedure and Status and Reporting Center materials
- If you have a Reading is Fundamental (RIF) program in your school, please describe the nature of this program (e.g., parent involvement, increased reading of books by students, attitude changes toward reading or other observed results related to this paperback book program)
- Student affective assessment (if attitude tests were administered, supply dates, scores, and a brief analysis of results)
- Parental involvement (e.g., how many parents were involved, types of activities, etc.)
- Procedure used in project evaluation (who participated in the evaluation, was evaluation ongoing or done at the end of year, approximate number of man-hours required for evaluation)
- Findings and recommendations of the evaluation

We are enclosing a form to be used for supplying CRI with the pre- and post-test achievement scores. Please complete the form and return it with your project evaluation to CRI by May 15, 1973.

This communication is the last which you will receive relative to this year's evaluation by CRI. We wish to express our gratitude to all school-based Right to Read sites for the full cooperation they have given CRI and our office during the course of this year's evaluation.

Sincerely yours,

Sister M. P. Hampton

Sister M. P. Hampton
Coordinator of Evaluation
Right to Read Program

SECTION II: REGIONAL CONFERENCE MATERIALS

Unit Task Force Questionnaire

NOTE: Wherever there is reference to Right-to-Read Technical Assistants, this includes technical assistant team members and reading specialists supplied by the National Right-to-Read Office.

Name of School: _____

1. Your Position:

   1 ____ Principal
   2 ____ Teacher
   3 ____ Parent
   4 ____ District Administrator
   5 ____ Other (specify) _____

2. Location:

   1 ____ Inner City
   2 ____ Rural
   3 ____ Suburban

3. Ethnic Balance of Students in School (Percentage):

		%
1.	Amerindian	____
2.	Asian	____
3.	Black	____
4.	Chicano	____
5.	Puerto Rican	____
6.	White	____
7.	Other (specify) _____	____
	_____	____

4. Ethnicity of UTF members. (Next to each possible UTF member, please indicate his/her ethnicity using the numbers corresponding to each ethnic group in question 3.)

   1 ____ Principal
   2 ____ Teacher
   3 ____ Teacher
   4 ____ Parent
   5 ____ Parent
   6 ____ District Administrator

   Other (specify):

   7 ____ _____
   8 ____ _____
   9 ____ _____

5. Please indicate the grade levels involved in your Right-to-Read program by checking appropriate space below.

1 ____ Pre-K
2 ____ K
3 ____ 1st
4 ____ 2nd
5 ____ 3rd
6 ____ 4th
7 ____ 5th
8 ____ 6th
9 ____ 7th
10 ____ 8th
11 ____ 9th
12 ____ 10th
13 ____ 11th
14 ____ 12th
15 ____ Non-graded (please describe the student organizational structure) _____
_____
_____

6. Please indicate how you were chosen to attend this conference by checking appropriate space below.

1 ____ Selected by UTF Principal
2 ____ Selected by UTF District Administrator
3 ____ Selected by UTF Parents
4 ____ Selected by UTF Teachers
5 ____ Other (specify) _____

7. How were the members of the Unit Task Force (UTF) chosen? You may check more than one answer.

1 ____ Appointed by School Principal
2 ____ Chosen by Parent-Teacher organization
3 ____ Appointed by District Office administrator
4 ____ Other (specify) _____
_____

8. Please indicate how many of the following people were members of the UTF by placing the number in the appropriate spaces below.

1 ____ Principal
2 ____ Teacher
3 ____ District Administrator
4 ____ Parent
5 ____ Right-to-Read (R2R) Technical Assistance Team Member
6 ____ Right-to-Read (R2R) Reading Specialist
7 ____ Others (specify) _____
_____
_____

During the Needs Assessment:

9. How many times did the entire UTF meet? _____

10. How many hours were spent in these meetings overall? _____

During the Program Planning Phase:

11. How many times did the entire UTF meet? _____

12. How many hours were spent in these meetings overall? _____

13. The following is a list of planning tasks. First indicate the degree to which each was completed and then indicate who performed each task by checking the appropriate space.

Tasks	Degree of Completion			Who Performed Task							
	Not Done	In Progress	Completed	UTF Parents	UTF Teachers	UTF Principal	UTF Dist. Administrator	R2R Tech. Assist.	Delegated to Someone Else (Specify)	Don't Know
a. Organizing local Right-to-Read Center										
b. Planning needs assessment for Right to Read										
c. Planning how to carry out the diagnosis of reading needs in selected classrooms										
d. Providing prescriptive development plan for each student in selected classrooms										
e. Planning evaluation proceedings for assessing student progress										
f. Planning program recycling efforts based on program progress										
g. Providing communications link with the TAT, and through TAT to OE										
h. Providing communication link with the community										
i. Approving program design for implementation										

14. Who decided the responsibilities of UTF members?

1____Principal

2____UTF District Administrator

3____UTF Parent(s)

4____UTF Teacher(s)

5____R2R Technical Assistant (s)

6____Decisions made by all UTF members

7____Other (specify)_____

_____

15. Indicate by checking in appropriate box which of the following activities various people of the UTF participated in?

Activities	Parents 1	Teachers 2	Principal 3	District Administrator 4	Other (Specify) 5
1 Attended meetings					
2 Visited model programs					
3 Spoke to teachers regarding needs					
4 Reviewed information capsules					
5 Gathered information for Needs Assessment Package (NAP)					
6 Other (specify)					

16. Who made the final decision on program design? (You may check more than one)

1 ____ UTF Principal
2 ____ UTF Parents
3 ____ UTF Teachers
4 ____ UTF District Administrator
5 ____ R2R Technical Assistants
6 ____ Other (specify) _____

_____

17. Did you receive the Statement of Work guidelines from the Right-to-Read Office?

1 ____ YES 2 ____ NO

18. Were the guidelines used in order to fill out the Work Statement?

1 ____ YES 2 ____ NO

19. If YES, were the guidelines clear?

1 ____ YES 2 ____ NO

20. Did you use the suggested format in writing the final Work Statement?

1 ____ YES 2 ____ NO

21. If you had problems with the Statement of Work guidelines, please state what the problems were and any suggestions you may have for their revision .

Problems	Suggestions
_____	_____
_____	_____
_____	_____
_____	_____

22. Who wrote the final Work Statement?

1 ____ UTF Principal
2 ____ UTF Parents
3 ____ UTF Teachers
4 ____ UTF District Administrator
5 ____ R2R Technical Assistants
6 ____ Other (specify) _____

23. Was the final Work Statement reviewed and approved before it was sent to Washington, D.C.?

1 ____ YES 2 ____ NO 3 ____ DON'T KNOW

24. If answer is YES, who reviewed it and how much time was spent?

	Time Spent
1 ____ Principal	_____
2 ____ UTF Parents	_____
3 ____ UTF Teachers	_____
4 ____ UTF District Administrator	_____
5 ____ R2R Technical Assistants	_____
6 ____ Other (specify)	_____
_____	_____
_____	_____

25. After the UTF reviewed and approved it, were there any changes made before submission to U. S. O. E.?

1 ____ YES 2 ____ NO

26. If YES, by whom? _____

27. If YES, why were changes made at this point? _____

_____

28. What role will the UTF play once the program is underway?

_____

_____

_____

29. Have you participated before in a school policy-making group composed of school administrators, parents, teachers, and principals?

1 ____ YES 2 ____ NO

30. If you were given the opportunity to form a Right-to-Read Unit Task Force, who would you choose?

_____

_____

_____

_____

_____

Needs Assessment Package Questionnaire

Contemporary Research Incorporated (CRI) is making an assessment of the Right to Read Needs Assessment Package for the Office of Education. You are the best source of information we have regarding these materials, therefore your answers to the following questions will be invaluable for our assessment. This questionnaire should only be filled out by the person/s involved in using the Needs Assessment Package.

We want to find out if these materials were useful in your needs assessment phase, and if not, what recommendations you can make for their revision.

Thank you very much for your cooperation.

NOTE: Wherever there is reference to Right-to-Read technical assistants, this includes technical assistant team members and reading specialists supplied by the National Right-to-Read office.

I. Please indicate the degree to which this procedure has been completed by checking the appropriate space below.

1____Completed

2____In progress

3____Just beginning

2. If this procedure has not been completed, please specify at what step the Unit Task Force (UTF) is in completing it? _____

_____

_____

Name of School:_____

3. Your Position:

1____Principal

2____Teacher

3____Parent

4____District Administrator

5____Other (specify)

_____

4. Did any member of the Unit Task Force (UTF) have previous experience with needs assessment?

1____YES

2____NO

5. If YES, who?

1____UTF Parent/s

2____UTF Teacher/s

3____UTF Principal

4____UTF District Administrator

5____Other (specify)

_____

6. To what extent did the UTF utilize the Needs Assessment Package (NAP)?

1____Completely

2____Partially

3____Not at all

7. If the UTF did not use the NAP materials, why not?_____

_____

IF YOU DID USE THE NAP, PLEASE ANSWER THE FOLLOWING QUESTIONS:

8. Check below the person/s who used the NAP.

1____UTF Parent/s

2____UTF Teacher/s

3____UTF Principal

4____UTF District Administrator

5____Right-to-Read Technical Assistants

6____Other (specify)

_____

9. Please check (✓) in the appropriate column the person who gathered the information in the following categories.

Category	UTF District Administrator (1)	UTF Principal (2)	UTF Parent (3)	UTF Teacher (4)	Right-to-Read Technical Asst. (5)	Other (specify) (6)
1. Student Performance						
2. Reading Program						
3. Resources						
4. Personnel						

10. Did the UTF need additional assistance in using the NAP (excluding the Right to Read Technical Assistants) ?

1_____YES

2_____NO

11. If the UTF needed assistance, who helped you and what kind of help did they give?

WHO HELPED	TYPE OF HELP

12. Check YES or NO in the table below whether it was possible to obtain the following information (as it appeared in the NAP).

Category	YES	NO
1. Reading comprehension		
2. Word recognition		
3. Verbal expression (written/oral)		
4. Program location		
5. Teacher/student organization		
6. Time spent in program		
7. Percent of students served by reading program		
8. Basic approach		
9. Techniques		
10. Student grouping		
11. Evaluation		
12. Existing program started		
13. Availability/skill of reading teachers		

Category	YES	NO
14. Availability/skill of additional reading personnel		
15. Non-classroom personnel available		
16. School library activity		
17. Staff reading specialists		
18. Outside consultants		
19. Other non-school resources		
20. Dollar resources		
21. Decision-making		

13. Check YES or NO in the table below whether the table formats suggested in the NAP for collecting the data were useful.

Category	YES	NO
1. Reading comprehension		
2. Word recognition		
3. Verbal expression (written/oral)		
4. Program location		
5. Teacher/student organization		
6. Time spent in program		
7. Percent of students served by reading program		
8. Basic approach		
9. Instructional attitudes		
10. Student grouping		
11. Evaluation		
12. Existing program started		
13. Availability/skill of reading teachers		

Category	YES	NO
14. Availability/skill of additional personnel		
15. Non-classroom personnel available		
16. School library activity		
17. Staff reading specialists		
18. Outside consultants		
19. Other non-school resources		
20. Dollar resources		
21. Decision-making		

14. If you feel additional categories of information to be gathered should be included in the NAP, please list below.

_____

_____

_____

_____

_____

_____

15. What categories would you suggest be eliminated from the NAP?

_____

_____

_____

_____

_____

16. How much time was needed to complete the NAP?

No. of hours _____

17. Did the UTF encounter any difficulties using the NAP with respect to definition of terms? (See question 18 for complete list of terms)

1_____ YES

2_____ NO

18. Please indicate your judgment of the definitions for the following terms found in the NAP. Check the first box if the definition of the term is similar to your own definition, the second box if the definition is different from your own. Check the third box if the definition is clearly stated, the fourth if the definition is vague.

Term	Similar to own Definition	Different From own Definition	Clear	Vague
1. Adaptability				
2. Basal readers				
3. Bilingual				
4. Code emphasis				
5. Contracts				
6. Cross-age teaching				
7. Demonstration-performance				
8. Discussion group				
9. Eclectic approach				
10. English as a Second Language (ESL)				
11. Film/filmstrips				
12. Gaming/simulation (G/S)				
13. Individualized instruction				
14. Intensive involvement				
15. Interactive mediated materials				
16. Language experience				
17. Lecture				
18. Linguistic approach				
19. Machine-based instruction				
20. Meaning emphasis				
21. Modified alphabet				
22. Other directed staff development				

Term	Similar to Own Definition	Different From Own Definition	Clear	Vague
23. Programmed instruction				
24. Reading teacher				
25. Responsive environment				
26. School-directed staff development				
27. Single teacher - multi subjects				
28. Staff development materials/services				
29. Startup costs				
30. Team teaching				
31. Tutor aides				
32. Tutor specialist				
33. Use of supplementary materials				

19. If you found it difficult to distinguish between any of the terms listed above, please fill in the blanks below.

I cannot distinguish among _____ and _____ and _____.

I cannot distinguish among _____ and _____ and _____.

I cannot distinguish among _____ and _____ and _____.

20. Please indicate by checking appropriate space below how important you feel the NAP was for filling out the Needs Assessment Summary Chart.

1____ Not important
2____ Somewhat important
3____ Important
4____ Very important

21. Any additional information.

Program Planning Procedure Questionnaire

Name of School _____

Contemporary Research Inc. (CRI) is making an assessment of the Right to Read Program Planning Materials and Procedures for the Office of Education. You are the best source of information we have regarding these materials; therefore, your answers to the following questions will be invaluable for our assessment. We want to find out if these materials were useful in your program planning phase, and if not, what recommendations you can make for their revision.

The questions below will cover each step in the Program Planning Procedure. A xeroxed copy of all charts, a set of objective cards, a set of definition cards, and a copy of all the directions are provided for your use in answering the questions.

Note: Whenever there is reference to Right to Read Technical Assistants, this includes technical assistant team members and reading specialists supplied by the National Right to Read Office.

1. Please answer the following questions for each step in the Program Planning Procedure by placing a check (✓) in the appropriate box. For "amount of time spent," please designate number of hours or days.

Questions	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11
1. Did the UTF do this step? Completely											
Partially											
Not at all											
If Yes 2. Were directions clear? Yes											
No											
3. Who was involved in step?											
UTF Principal											
UTF Parents											
UTF Teachers											
UTF Dist. Administrator											
Right to Read											
Technical Assistants											
District Office											
Other (specify)											
4. Did UTF use chart for step? Yes											
No											
5. How much time was spent on this step? Hours			½								
Days											

Referring to each step we will ask you a series of questions:

STEP 1

2. If the UTF did not do this step, why not?

_____

_____

_____

3. If the UTF did this step, and eliminated any parts, what were they and why were they eliminated?

_____

_____

_____

4. If the UTF carried out the step in a different way than was suggested, how was it done?

_____

_____

_____

5. If the UTF had problems with any of the following aspects of this step, please state what problems there were and give any suggestions you may have for their revision.

	Problems	Suggestions for Revision
Directions	_____	_____
	_____	_____
	_____	_____
	_____	_____
Chart	_____	_____
	_____	_____
	_____	_____
	_____	_____

STEP 2

6. If the UTF did not do this step, why not?

_____

_____

_____

7. If the UTF did this step, and eliminated any parts, what were they and why were they eliminated?

_____

_____

_____

8. If the UTF carried out the step in a different way than was suggested, how was it done?

_____

_____

_____

9a. Did the UTF have any difficulty in transferring the information from the Needs Assessment Package (NAP) to the Needs Assessment Summary chart?

YES_____

NO_____

9b. If YES, what problems were encountered?

_____

_____

10. Who ranked the priorities?

UTF Parents _____

UTF Principal _____

UTF Teachers _____

UTF District Administrator _____

Right to Read Technical Assistants _____

Other (specify) _____ _____

_____ _____

11. If the UTF had problems with any of the following aspects of this step, please state what problems there were and give any suggestions you may have for their revision.

	Problems	Suggestions for Revision
Directions		
Chart		
Ranking Priorities		

STEP 3

12. If the UTF did not do this step, why not?

13. If the UTF did this step, and eliminated any parts, what were they and why were they eliminated?

14. If the UTF carried out the step in a different way than was suggested, how was it done?

15a. Did the UTF use the game procedure (i.e. going around in a circle picking objectives) for selecting objectives? YES_____ NO_____

15b. If NO, why not?

15c. Did the UTF use another procedure (specify)?

_____

_____

16. Would you recommend this game procedure to other schools or school districts? YES_____ NO_____

17. Did the UTF use any of the 15 objectives supplied in the Program Planning Kit? YES_____ NO_____

18a. Did the UTF add any objectives? YES_____ NO_____

18b. If YES, what types of objectives?

_____

_____

19a. Did the UTF have any problems converting the ranked priorities of Step 2 into objectives? YES_____ NO_____

19b. If YES, please explain:

_____

_____

20. If the UTF had problems with any of the following aspects of this step, please state what problems there were and give any suggestions you may have for their revision.

	Problems	Suggestions for Revision
Directions		
Chart		
Game Procedure		
Objective Cards		

Name of School _____

STEP 4

21. If the UTF did not do this step, why not?

_____

_____

22. If the UTF did this step, and eliminated any parts, what parts were they and why were they eliminated?

_____

_____

23. If the UTF carried out the step in a different way than was suggested, how was it done?

_____

_____

24. Did the UTF receive the Information Capsules (IC's)?

YES____

NO_____(skip to question 30)

25. Who reviewed the IC's?

UTF Principal _____

UTF Parents _____

UTF Teachers _____

UTF District Administrator _____

Right to Read Technical Assistants _____

Other (specify) _____

_____

26. What did you think about the IC's?

_____

_____

_____

27. Put a check in front of the IC(s) that the UTF found applicable to your program, and after each list the components that will be utilized in your program (e.g., instructional approach, objectives)

___Higher Horizons_____

___Juan Morel Campos Bilingual Center_____

_____

___Project Conquest_____

___Project R3_____

___El Paso Remedial Reading Laboratories_____

_____

___None

28a. If the UTF used the IC(s), was the information received in them sufficient to implement your program without further help? YES_____ NO_____

28b. If NO, what additional information did the UTF need?_____

_____

28c. How did the UTF get additional information?

_____

_____

29. Which IC components were most helpful? Please rank order:
1 = least helpful; 5 = most helpful

Cassette ____
Chart ____
Filmstrip ____
Overview ____
Sampler ____

30. Did the UTF receive the GUIDERULE? YES_____ NO_____

31. If YES, did the UTF find it helpful? YES_____ NO_____

32. Who reviewed local programs (if there were any)?

UTF Principal ____
UTF Parents ____
UTF Teachers ____
UTF District Administrator ____
Right to Read Technical Assistants ____
Other (specify) ____

_____

33. What were the most innovative characteristics about the program(s) used?

Higher Horizons _____
Juan Morel Campos Bilingual Center _____
_____
Project Conquest _____
_____
Project R3 _____
El Paso Remedial Reading Laboratories _____
_____
Local Program _____

34. What programs would you recommend to be added to the 5 model kits? (Give name of program and address) _____
_____
_____
_____

35. If there were problems with any of the aspects of this step, please state what the problems were and any suggestions you may have for their revision.

	Problem	Suggestions for Revision
Directions		
GUIDERULE		
IC's		
Chart		

STEP 5

36. If the UTF did not do this step, why not?

37. If the UTF did this step and eliminated any parts, what were they and why were they eliminated?

38. If the UTF carried out the step in a different way than was suggested, how was it done?

39. What diagnostic tests did the UTF select?

40. On what basis were these tests selected?

Suggested by outside consultant _____
Suggested by State education agency _____
Suggested by District office _____
Suggested list of tests from Needs Assessment Package _____
Other (specify) _____

41. Who made the final selection of diagnostic tests?

UTF Parents _____
UTF Principal _____
UTF Teachers _____
UTF District Administrator _____
Right to Read Technial Assistants _____
Other (specify): _____

_____

_____

42. Did the UTF have to develop any diagnostic tests? YES _____
NO _____

43. If YES, what plans do you have for developing them?

_____

_____

44. If the UTF had problems with any of the aspects of this step, please state what the problems are and any suggestions you may have for their revision.

	Problems	Suggestions for Revision
Directions	_____	_____
	_____	_____
	_____	_____
Chart	_____	_____
	_____	_____
	_____	_____

STEP 6

45. If the UTF did not do this step, why not?

_____

_____

46. If the UTF did this step and eliminated any parts, what were they and why were they eliminated?

_____

_____

47. If the UTF carried out the step in a different way than was suggested, how was it done?

_____

_____

48. Please indicate who was involved in deciding your basic approaches, techniques, teacher/student organization and amount of in-service time required per teacher.

Persons Involved	Basic Approaches	Tech-niques	Teacher/ Student Organization	In-Service Time
UTF Principal				
UTF Parents				
UTF Teachers				
UTF District Administrator				
R2R Technical Assts.				
Outside Consultants				

49. Check which of the following sources provided the basic approaches, techniques, teacher/student organization and in-service time for your program.

Sources	Basic Approaches	Tech-niques	Teacher/ Student Organization	In-Service Time
Information Capsules				
Local Program				
Other (specify)				

50. If the UTF had problems with any of the following aspects of this step, please state what the problems were and any suggestions you may have for their revision.

	Problems	Suggestions for Revision
Direction	_____	_____
	_____	_____
	_____	_____
Chart	_____	_____
	_____	_____
	_____	_____

STEP 7

51. If the UTF did not do this step, why not?

_____

_____

52. If the UTF did this step and eliminated any parts, what were they and why were they eliminated?

_____

_____

53. If the UTF carried out the step in a different way than was suggested, how was it done?

_____

_____

54. Did the UTF have any problems transferring objectives and instructional approaches into this step? YES_____
NO_____

55. If YES, what kind? _____

_____

56. If the UTF had problems with any of the following aspects of this step, please state what the problems were and any suggestions you may have for their revision.

	Problems	Suggestions for Revision
Directions	_____	_____
	_____	_____
	_____	_____
Chart	_____	_____
	_____	_____
	_____	_____

Name of School _____

STEP 8

57. If the UTF did not complete this step, why not?

_____

_____

58. If the UTF did this step and eliminated any parts, what were they and why were they eliminated?

_____

_____

59. If the UTF carried out the step in a different way than was suggested, how was it done?

_____

_____

60. If the UTF had problems with any of the following aspects of this step, please state what the problems were and any suggestions you may have for their revision

	Problems	Suggestions for Revision
Directions	_____	_____
	_____	_____
	_____	_____
Chart	_____	_____
	_____	_____
	_____	_____

STEP 9

61. If the UTF did not complete this step, why not?

_____

_____

62. If the UTF did this step and eliminated any parts, what were they and why were they eliminated?

_____

_____

63. If the UTF carried out the step in a different way than was suggested, how was it done?

_____

_____

64. If the UTF had problems with any of the following aspects of this step, please state what the problems were and any suggestions you may have for their revision.

	Problems	Suggestions for Revision
Directions	_____	_____
	_____	_____
	_____	_____
Chart	_____	_____
	_____	_____
	_____	_____

STEP 10

65. If the UTF did not complete this step, why not?

_____

_____

66. If the UTF did this step and eliminated any parts, what were they and why were they eliminated?

_____

_____

67. If the UTF carried out the step in a different way than was suggested, how was it done?

_____

_____

68. If the UTF had problems with any of the following aspects of this step, please state what the problems were and any suggestions you may have for their revision.

	Problems	Suggestions for Revision
Directions	_____	_____
	_____	_____
	_____	_____
Chart	_____	_____
	_____	_____
	_____	_____

STEP 11

69. If the UTF did not complete this step, why not?

_____

_____

70. If the UTF did this step and eliminated any parts, what were they and why were they eliminated?

_____

_____

71. If the UTF carried out the step in a different way than was suggested, how was it done?

_____

_____

72. If the UTF had problems with any of the following aspects of this step, please state what the problems were and any suggestions you may have for their revision.

	Problems	Suggestions for Revision
Directions	_____	_____
	_____	_____
	_____	_____
Chart	_____	_____
	_____	_____
	_____	_____

Summary

73. In the past, has your school used a diagnostic-prescriptive approach in determining a new school program? YES_____ NO_____

74. Would you recommend this planning procedure to another school or school district? YES_____ NO_____

75. Did using these materials and this procedure help the UTF locate needs not seen before? YES_____ NO_____

76. If YES, please specify_____

_____

77. Would you add any steps? YES_____ NO_____

78. If YES, please specify_____

_____

79. Would you omit any steps? YES_____ NO_____

80. If YES, please specify_____

_____

81. Would you change the sequence of steps? YES_____ NO_____

82. If YES, how would you change the sequence?_____

_____

_____

83. Did you feel that any concerns or needs of your particular program were not addressed by this procedure?_____

_____

_____

84. Do you think that summarizing information into chart form is a helpful method for planning a program? YES_____ NO_____

85. Which charts were most helpful in the program planning kit?

Chart 1 _____
Chart 2 _____
Chart 3 _____
Chart 4 _____
Chart 5 _____
Chart 6 _____
Chart 7 _____
Chart 8 _____
Chart 9 _____
Chart 10 _____
Chart 11 _____

86. If under a time pressure situation, what charts would you eliminate?

Chart 1 _____
Chart 2 _____
Chart 3 _____
Chart 4 _____
Chart 5 _____
Chart 6 _____
Chart 7 _____
Chart 8 _____
Chart 9 _____
Chart 10 _____
Chart 11 _____

87. Any additional comments.

_____
_____
_____
_____
_____

Status and Reporting Center Questionnaire

Name of School: _____

1. Which features of the Status and Reporting Center do you plan to put into operation? _____

_____

_____

2. Is there enough information to put it into operation?

Yes _____

No _____

3. How do you plan to use it? _____

_____

_____

4. Is it going to be worthwhile? (Please explain.) _____

_____

_____

Technical Assistance Support Questionnaire

(TAST)

Your Name: _____

Please complete the following questionnaire for general information.

1. How do you perceive the role of the Right-to-Read technical assistants?

_____

_____

_____

_____

_____

2. How many Right-to-Read Centers have you visited? _____

3. How were you assigned to the Right-to-Read Centers you visited?

1 ____ Personal choice
2 ____ OE assignment
3 ____ Unit Task Force request
4 ____ Other (specify) _____

4. What is your field of expertise?

1 ____ Bilingual Education
2 ____ Evaluation
3 ____ Management Development
4 ____ Media Specialist
5 ____ Organizational Development
6 ____ Primary Education
7 ____ Primary Reading
8 ____ Programmed Instruction
9 ____ Secondary Education
10 ____ Systems Analysis
11 ____ Others (please specify)

_____

_____

Please complete the following questionnaire for each Right-to-Read Center you have visited.

Your Name:_____ Right-to-Read School_____

Address_____

1. Number of Visits: _____

2. Total number of days visited at this site: _____

3. What tasks did you perform for the Unit Task Force (UTF) in the program planning procedure?

_____

_____

_____

_____

_____

_____

4. Did you feel the time spent at this site was adequate?

1____YES

2____NO

5. If NO, why not? Please elaborate _____

_____

_____

_____

_____

6. Did you feel the technical assistance support was utilized to its maximum potential by the UTF at this site?

1____YES

2____NO

7. If NO, why not? Please elaborate_____

_____

_____

_____

_____

Please complete the following questionnaire for each Right-to-Read Center you have visited.

Your Name:_____ Right-to-Read School_____

Address_____

1. Number of Visits: _____

2. Total number of days visited at this site: _____

3. What tasks did you perform for the Unit Task Force (UTF) in the program planning procedure?

_____

_____

_____

_____

_____

_____

4. Did you feel the time spent at this site was adequate?

1____YES

2____NO

5. If NO, why not? Please elaborate _____

_____

_____

_____

_____

6. Did you feel the technical assistance support was utilized to its maximum potential by the UTF at this site?

1____YES

2____NO

7. If NO, why not? Please elaborate _____

_____

_____

_____

_____

Please complete the following questionnaire for each Right-to-Read Center you have visited.

Your Name:_____ Right-to-Read School_____

Address_____

1. Number of Visits: _____

2. Total number of days visited at this site: _____

3. What tasks did you perform for the Unit Task Force (UTF) in the program planning procedure?

_____

_____

_____

_____

_____

_____

4. Did you feel the time spent at this site was adequate?

1____YES

2____NO

5. If NO, why not? Please elaborate _____

_____

_____

_____

_____

6. Did you feel the technical assistance support was utilized to its maximum potential by the UTF at this site?

1____YES

2____NO

7. If NO, why not? Please elaborate _____

_____

_____

_____

_____

Please complete the following questionnaire for each Right-to-Read Center you have visited.

Your Name:_____ Right-to-Read School_____

Address_____

1. Number of Visits: _____

2. Total number of days visited at this site: _____

3. What tasks did you perform for the Unit Task Force (UTF) in the program planning procedure?

_____

_____

_____

_____

_____

_____

4. Did you feel the time spent at this site was adequate?

1____YES

2____NO

5. If NO, why not? Please elaborate _____

_____

_____

_____

_____

6. Did you feel the technical assistance support was utilized to its maximum potential by the UTF at this site?

1____YES

2____NO

7. If NO, why not? Please elaborate_____

_____

_____

_____

_____

Please complete the following questionnaire for each Right-to-Read Center you have visited.

Your Name:_____ Right-to-Read School_____

Address_____

1. Number of Visits: _____

2. Total number of days visited at this site: _____

3. What tasks did you perform for the Unit Task Force (UTF) in the program planning procedure?

_____

_____

_____

_____

_____

_____

4. Did you feel the time spent at this site was adequate?

1____YES

2____NO

5. If NO, why not? Please elaborate _____

_____

_____

_____

_____

6. Did you feel the technical assistance support was utilized to its maximum potential by the UTF at this site?

1____YES

2____NO

7. If NO, why not? Please elaborate_____

_____

_____

_____

_____

Technical Assistance Support Questionnaire

(UTF)

Note: Whenever there is reference to Right-to-Read Technical Assistants, this includes technical assistant team members and reading specialists supplied by the national Right-to-Read office

Name of School: _____

1. Did the UTF utilize the Right-to-Read technical assistants?

   1____YES

   2____NO

2. If YES, how many Right-to-Read technical assistants did you use? _____

3. How many visits did you request?_____

4. How many visits did Right-to-Read technical assistants actually make? _____

5. Did they come at the time you needed them?

   1____YES

   2____NO

6. Approximately how much time did they spend at your center overall? No. of days ____

7. Was this enough time?

   1____YES

   2____NO

8. Did you get any assistance from them over the telephone?

   1____YES

   2____NO

9. If YES, number of calls _____

10. If you used the Right-to-Read technical assistants, please indicate by placing a check (✓) in the appropriate box how helpful they were for the services listed below.

Services	Not Used 0	Not Helpful 1	Somewhat Helpful 2	Helpful 3	Very Helpful 4	Indispensable 5
1. Assisting you with orientation activities						
2. Assisting in the needs assessment						
3. Assisting in program planning						
4. Assisting in preparing work statement						
5. Assisting in preparing budget						
6. Assisting your center with program evaluation						
7. Planning staff development program and activities						
8. Assisting local school district in providing communication link between your program and the Office of Education						
9. Assisting your center to disseminate information about your goals, development, and progress						
10. Other (specify) _____ _____						

11. Please indicate to what extent the Right-to-Read technical assistants were helpful overall by checking the appropriate space below.

1____Not used
2____Not helpful
3____Somewhat helpful
4____Helpful
5____Very helpful
6____Indispensable

12. Would you have the same Right-to-Read technical assistants return to your center for further assistance?

1____YES
2____NO

13. Would you recommend that other schools with a Right-to-Read program use the Right-to-Read technical assistants?

1____YES
2____NO

14. In what way would you change the role of the Right-to-Read technical assistants?

_____

_____

_____

_____

15. Did the UTF use outside consultants other than Right-to-Read technical assistants as resources?

1____YES
2____NO

16. If YES, who provided this assistance? Please check each source used and specify the type of service provided.

	Type of Service
1____Industry	_____
2____Consulting firm	_____
3____University professor	_____
4____School District Personnel	_____
5____Other (specify)	
_____	_____

Office of Education Objectives Questionnaire

Name of School: _____

Contemporary Research Inc. (CRI) is conducting an assessment of all Right-to-Read Centers for the Office of Education. Two types of assessment will be made: a general assessment and an in-depth assessment. The general assessment will include visits to 80 of the centers by one CRI staff member for not more than a day. The in-depth assessment will be conducted by a team of four CRI staff members who will visit each of the 20 centers for approximately four days.

Your participation in a Right-to-Read program makes you uniquely qualified to help us determine which program objectives should be emphasized in the in-depth and general assessments.

The rating of the following objectives will give us an idea of which program objectives you would want CRI to include in the general assessment and in the in-depth assessment. These objectives were provided to each site merely as examples. You were encouraged to develop objectives that were appropriate to your program. Spaces are provided here for the inclusion and rating of the objectives you may have written.

1. Did you receive the 15 Office of Education objectives?

   1____YES

   2____NO

2. Directions: In the table below, check (✓) the box that shows how important you feel it is for CRI to assess your program on the basis of each of the listed objectives. List any of your own objectives not previously mentioned in the spaces provided below. Indicate your feelings for those of the objectives you hope to accomplish in your first year of operation (immediate) and for those objectives you hope to accomplish during your second year or later years of operation (long-range).

Use the following code to indicate how important you feel it is to assess the objectives:

1 = not important
2 = somewhat important
3 = important
4 = very important
5 = most important

Office of Education Objectives	Immediate					Long-Range				
	1	2	3	4	5	1	2	3	4	5
1 Improving oral communications skills in order to facilitate reading										
2 Students will improve comprehension of written materials										
3 Students will improve reading rates										
4 Students will improve ability to obtain specific information through reading										
5 Students will demonstrate increased desire to participate in general school activities										
6 Students will demonstrate increased socialization										
7 Students will participate in success experiences										
8 Students will utilize several sensory modalities to communicate										
9 Students will function in a number of active team roles										
10 Students will correlate vocational requirements with reading skills development										
11 Students will identify bicultural purposiveness										
12 Students will function in two languages										
13 Parents will demonstrate support of project										
14 Parents will function in direct instructional roles										
15 Students will respond to the structure of remediation										
16										
17										
18										
19										

3. Directions: In the table below, check (✓) the box that shows how important you feel it is for CRI to assess your program on the basis of each of the listed objectives. List any of your own objectives not previously mentioned in the spaces provided below. Indicate your feelings for those of the objectives CRI should assess during the general site visits and for those of the objectives CRI should assess during the in-depth visits.

Use the following code to indicate how important you feel it is to assess the objectives.

1 = not important
2 = somewhat important
3 = important
4 = very important
5 = most important

Office of Education Objectives	General					In-Depth				
	1	2	3	4	5	1	2	3	4	5
1 Improving oral communications skills in order to facilitate reading										
2 Students will improve comprehension of written materials										
3 Students will improve reading rates										
4 Students will improve ability to obtain specific information through reading										
5 Students will demonstrate increased desire to participate in general school activities										
6 Students will demonstrate increased socialization										
7 Students will participate in success experiences										
8 Students will utilize several sensory modalities to communicate										
9 Students will function in a number of active team roles										
10 Students will correlate vocational requirements with reading skills development										
11 Students will identify bicultural purposiveness										
12 Students will function in two languages										
13 Parents will demonstrate support of project										
14 Parents will function in direct instructional roles										
15 Students will respond to the structure of remediation										
16										
17										
18										
19										

4. Our time is limited for visits to the general sites. From the above list, choose the three objectives whose process CRI should examine during this short space of time.

1. _____

2. _____

3. _____

CRI Assessment Areas Form

Contemporary Research Inc. (CRI) is conducting an assessment of all Right to Read centers for the Office of Education. Two types of assessments will be made, a general assessment and an in-depth assessment. The general assessment will include visits to 80 of the centers by one CRI staff member for not more than a day. The in-depth assessment will be conducted by a team of 4 CRI staff members who will visit each of the twenty centers for approximately 4 days.

Your participation in a Right to Read program makes you uniquely qualified to help us determine which CRI assessment areas should be emphasized in the in-depth and general assessments.

The answers to the following questions will give us an idea of which areas you would want CRI to include in the genreal assessment and in the in-depth assessment.

1. Name of School: _____

2. Your Position:
   - Principal ___
   - Teacher ___
   - Parent ___
   - District Administrator ___

3. Type of Site:
   - Transition ___
   - Redirection ___
   - Expansion ___
   - Impact ___

4. Location:
   - Inner City ___
   - Rural ___
   - Suburban ___

5. Your Ethnic Background:
   - Amerindian ___
   - Asian ___
   - Black ___
   - Chicano ___
   - Puerto Rican ___
   - White ___
   - Other ___

6. Ethnic Balance of Students in school (Percentage):
   - Amerindian ___
   - Asian ___
   - Black ___
   - Chicano ___
   - Puerto Rican ___
   - White ___
   - Other ___

CRI Assessment Areas

INSTRUCTIONS

In the table below, please check (✓) the box under the number which most closely corresponds to your idea of how important it is for CRI to assess the following areas:

1=NOT IMPORTANT
2=SOMEWHAT IMPORTANT
3=IMPORTANT
4=VERY IMPORTANT
5=MOST IMPORTANT

CRI ASSESSMENT AREAS	General-Sites					In-Depth Sites					
	1	2	3	4	5	1	2	3	4	5	
A. Physical Environment											
1. How important is it that CRI assess the impact of the school environment?											
2. How important is it that CRI assess the physical layout of the classroom (e.g., condition of building, etc)?											
3. How important is it that CRI assess the physical environmental aspects of the local community. (e.g., zoning, level of city services)?											
5. How important is it that CRI assess the physical arrangements in which the reading activity takes place?											

INSTRUCTIONS

In the table below, please check (✓) the box under the number which most closely corresponds to your idea of how important it is for CRI to assess the following areas.

1=NOT IMPORTANT
2=SOMEWHAT IMPORTANT
3=IMPORTANT
4=VERY IMPORTANT
5=MOST IMPORTANT

CRI ASSESSMENT AREAS	General Sites					In-depth Sites				
	1	2	3	4	5	1	2	3	4	5
B. Social Environment										
6. How important is it that CRI assess effects on student of similarity or difference between ethnicity of teacher and student?										
7. How important is it that CRI assess the effect on the teacher of the similarity or difference between ethnicity of students and teachers?										
8. How important is it that CRI assess the effects of teacher-parent relationships?										
9. How important is it that CRI assess the effects of teacher-community relationships?										
10. How important is it that CRI assess the effects of teacher-administration relationships?										
11. How important is it that CRI assess the effects of parent-administration relationships?										
12. How important is it that CRI assess the effect of administration-community relationships?										
13. How important is it that CRI assess the effects of teacher preparation on student reading accomplishment?										

INSTRUCTIONS

In the table below, please check (✓) the box under the number which most closely corresponds to your idea of how important it is for CRI to assess the follwoing areas.

1=NOT IMPORTANT
2=SOMEWHAT IMPORTANT
3=IMPORTANT
4=VERY IMPORTANT
5=MOST IMPORTANT

CRI ASSESSMENT AREAS	General Sites					In-depth Sites				
	1	2	3	4	5	1	2	3	4	5
14. How important is it that CRI assess the effects of teacher behavior on student reading accomplishment?										
15. How important is it that CRI assess the effects of parent involvement in the school on student reading accomplishment?										
16. How important is it that CRI assess the effects of student behavior in the classroom on student reading accomplishment?										
17. How important is it that CRI assess the effects of student motivation on student reading accomplishment?										
18. How important is it that CRI assess the effects of kinds of student attitudes on student reading accomplishment?										

Of the above CRI assessment areas, choose the three that you consider the most important for the general assessment.

1.

2.

3.

Of the above CRI assessment areas, choose the three that you consider the most important for the in depth assessment.

1.

2.

3.

APPENDIX C. BIBLIOGRAPHY

A major task that CRI completed in its evaluation of the Right to Read Program was an extensive review of pertinent literature. Although this literature search was particularly concentrated early in the study, it continued throughout the course of the project. The purpose was to relate the research design, data analysis, and instrument development to current research as reported in professional journals. Of particular importance were data on program and process variables that described the operational aspects of a program and which were antecedent to outcome variables such as student achievement. The continuing literature review focused on the different reading approaches identified by the Right to Read materials, the influence of parental involvement on student achievement, and on assuring that the CRI instruments were highly comparable to previously developed, widely used instruments.

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APPENDIX D. MASTER MATRIX OF RIGHT TO READ SITES

The Master Matrix describes Right to Read school-based sites initially funded for the 1972-1973 school year in terms of various major categories. For various reasons a few of these sites did not continue in the program for the entire year. Listed below are the codes explaining column headings and information included in the columns. Where information was not available cells are blank. Forty-four of the 160 sites listed were selected for the evaluation.

Codes

S: Satellite site (receives help from nearby Impact site to plan and implement reading program).

R: Geographic Region (as designated by the Right to Read Office).

Impact: Refers to school with exemplary reading program selected to disseminate the program to nearby Right to Read (satellite) sites.

Bilingual: Reading is taught in English and the children's native language.

Ethnicity: Ethnic composition of all students in the school (W=white, B=black, M=Mexican American, I=American Indian, Or=Oriental, PR=Puerto Rican, Oth.=other).

Grade level: Grade levels included in the Right to Read program.

	S	R	Impact	Bilingual	Urban	Inner-City	Suburban	Rural	Ethnicity	Grade Level
ALABAMA Ridgecrest Elementary School Phenix City, Alabama 36867		C					X		W-85% B-15%	1-3
ALASKA North Pole Elementary and Junior High School North Pole, Alaska 99705		F						X	W-87% B-1.9% Eskimo-10.5% Or-.6%	K-8
ARIZONA Phoenix Union High School Phoenix, Arizona 85017		D				X			M-58% B-38% I-2% W-2%	10
ARKANSAS Valley Springs Elementary School Valley Springs, Arkansas 72682		D						X	W-99% M-1%	K-6
CALIFORNIA Dos Palos High School Dos Palos, California 93620		D		X				X	B-19% W-42% M-39%	9
Castelar-Los Angeles Unified School Los Angeles, California 90012		D		X		X			Or-74% M-21% W-3.8% B-.8% Oth-.4%	EMR 2, 3, 4
Griffith Junior High School Los Angeles, California 90022		D	X		X				M-88% Or-5% I-.25% W-6%	7-9
Crocker Highland Elementary School Oakland, California 94610		D	X			X			B-37% W-54% Or-9%	K-6
Peter Pendleton Elementary School Coachella, California 92502		D		X				X	M-84% W-15% B-1%	K-6
Samuel Gompers Junior High School San Diego, California 92113		D	X			X			Or-1.3% B-80% M-12.5% W-3.7%	7-9
Memorial Junior High School San Diego, California 92113		D	X			X			B-52% M-42% W-4% Oth-2%	None

	S	R	Im-pact	Bi-lingual	Urban	Inner-City	Suburban	Rural	Ethnicity	Grade Level
CALIFORNIA (Cont.)										
Beyer Elementary School San Ysidro, California 90606		D		X			X		M-79% W-13% Or-8%	2
Aeolian School Whittier, California		D					X		M-80% W-18% Oth-2%	K-4
San Fernando Junior High School 130 North Brand Blvd. San Fernando, California 91340	X	D				X			B-17.6% I-1.0% O-1.0% M-53.6% W-26.8%	7
Foshay Junior High School 3751 South Harvard Blvd. Los Angeles, California 90018	X	D				X			B-94.1% O-3.2% W-0.7% Span. Surname 2.0%	7
Prescott Elementary School 920 Campbell Street Oakland, California 94607	X	D				X			B-96.3% I-0.1% M-2.4% O-0.1% W-0.7% Oth-0.4%	K-6
Webster Elementary School 8000 Birch Street Oakland, California 94621	X	D				X			B-88.7% I-0.4% M-5.2% O-0.2% W-5.0% Oth-.5%	K-6
Woodrow Wilson Junior High School 3838 Orange Avenue San Diego, California 92105	X	D		X		X			B-8.5% M-12.8% O-1.0% W-74.2%	7-9
Central Elementary School 4063 Polk Avenue San Diego, California 92105	X	D				X			B-18% M-31% W-51%	K-6
COLORADO										
South Routt Elementary School Oak Creek, Colorado 80983		E						X	M-3% W-97%	K-5
Thornton Elementary School Thornton, Colorado 80229		E					X		W-88% M-10.8% B-.4% Or-.4%	K-6

	S	R	Impact	Bilingual	Urban	Inner City	Suburban	Rural	Ethnicity	Grade Level
CONNECTICUT Wintonbury School Bloomfield, Connecticut 06002		A					X		Or-.25% W-72.5% B-26.5% PR-.5%	K-4
DELAWARE David W. Harlan Elementary School Wilmington, Delaware 19802		B				X			B-90% W-10%	K-6
FLORIDA Riverside Elementary School Miami, Florida 33130		C		X		X			Cuban-62% B-37% W-.5%	5
Alexander Hillsboro County School Tampa, Florida 33614		C		X			X		W-71% B-16% Oth-12% M-.5%	1-5
GEORGIA Indian Creek Elementary School Clarkston, Georgia 30021		C					X		W-86.8% B-13.2%	1-7
E. A. Ware School Atlanta, Georgia 30314		C	X			X			B-100%	K-7
Luckie Street School 488 Luckie Street, N. W. Atlanta, Georgia 30318	X	C				X			B-48% W-52%	PK- 7 EMR
A. F. Herndon School 1075 Simpson Road, N. W. Atlanta, Georgia 30318	X	C				X			B-100%	K-7
GUAM Ineregan Elementary School Territorial Department of Education Agana, Guam 96910		F							W-2 Oth-98	K-3
IDAHO Whitman Elementary School Lewiston, Idaho 83501		F					X		B-.05% I-3.7% W-96% Or-.2% M-.5%	K-10

	S	R	Im-pact	Bi-lingual	Urban	Inner-City	Suburban	Rural	Ethnicity	Grade Level
ILLINOIS										
Milton L. Olive--Parent Center Chicago, Illinois 60623		B	X			X			B-100%	K
Lorraine Hansberry--Parent Center Chicago, Illinois 60624		B	X			X			B-100%	K
Charles Dickens--Parent Center Chicago, Illinois 60612		B	X			X			W-4% B-72% M-16% PR-8%	K
Nathanial Cole--Parent Center Chicago, Illinois 60624		B	X			X			B-100%	K
Maple Elementary School Rockford, Illinois 61111		B					X		W-96% M-3.75% Or-.25%	K-5
James A. Mulligan Elementary School 1855 N. Sheffield Avenue Chicago, Illinois 60614	X	B				X			B-56% I-2% M-2% PR-36% W-4%	K
Washington Irving Elementary School 2140 W. Lexington Street Chicago, Illinois 60612	X	B				X			B-20% M-60% PR-10% W-10%	K
Charles Evans Hughes Elementary School 4247 W. 15th Street Chicago, Illinois 60623	X	B				X			B-100%	K
Parkside Elementary School 6938 S. East End Avenue Chicago, Illinois 60649	X	B				X			B-100%	K
INDIANA										
Daniel T. Weir School (No. 71) 333 North Emerson Avenue Indianapolis, Indiana 46218	X	B			X				B-96% W-4%	K-3
Henry Wadsworth Longfellow School (No. 28) 510 Laurel Street Indianapolis, Indiana 46203	X	B				X			B-1.2% M-0.7% W-98.1%	K-3

	S	R	Impact	Bilingual	Urban	Inner-City	Suburban	Rural	Ethnicity	Grade Level
INDIANA (Cont.)										
Benjamin Franklin Elementary School East Chicago, Indiana 46312		B		X		X			B-42% M-30% PR-18% W-10%	K-6
Glenwood School Evansville, Indiana 47713		B				X			W-65.2% B-34.8%	K-8 Sp. Ed.
School No. 113 Indianapolis, Indiana 46236		B	X				X		W-88% B-12%	K-6
Jefferson School Gary, Indiana 46402		B		X		X			B-41% M-16% PR-25% Oth-6% W-12%	K-6 Sp. Ed.
IOWA										
Casady Elementary School Des Moines, Iowa 50314		E				X			B-66.7% W-32% Or-.5%	K-6
Mitchellville School Runnells, Iowa 50237		E						X	W-100%	K-6
KANSAS										
McKinley Elementary School Parsons, Kansas 67357		E						X	W-65% B-35%	K-6
KENTUCKY										
Charles Clark Elementary School West Prestonburg, Kentucky 41668		C						X	W-100%	1-8
LOUISIANA										
Johnson C. Lockett Elementary School New Orleans, Louisiana 70117		C	X			X			B-100%	K-6
William O. Rogers Elementary School 2327 St. Philip Street New Orleans, Lousiana 70119	X	C								
Belleville Elementary School 813 Pelican Street New Orleans, Louisiana 70112	X	C				X			B-28.7% M-1.3% W-67.9% Latin-1.1%	K-6 EMR

	S	R	Impact	Bilingual	Urban	Inner-City	Suburban	Rural	Ethnicity	Grade Level
LOUISIANA (Cont.)										
St. Martinville Primary School St. Martinville, Louisiana 70582		C		X				X	B-57% W-42% Oth-1%	1-3 Sp. Ed.
MAINE										
Jordan Junior High School Lewiston, Maine 04204		A		X		X			86%-French Oth-11% M-1.4% B-1.1% I-.5%	7-9
MARYLAND										
T. Johnson Elementary School (No. 84) Baltimore, Maryland 21230		B	X			X			W-98% I-.5% Or-1% Oth-5%	K-6
Fallstaff Elementary School (No. 241) Baltimore, Maryland 21215		B	X			X			B-46% W-54%	K-6
Gwynn Falls Park Junior High School (No. 91) Baltimore, Maryland 21229		B	X			X			B-100%	7-9
Northwestern Senior High School (No. 401) Baltimore, Maryland 21215		B	X			X			B-75% W-23% M-.3% Or-.2% Oth-1.5%	9-12
Frankford Elementary School (No. 216) Baltimore, Maryland 21206		B	X			X			W-92% B-6.3% Or-1.3% PR-.4%	K-6
Gilford Elementary School (No. 32) 1634 Gilford Avenue Baltimore, Maryland 21202	X	B								
Liberty Elementary School (No. 64) 3801 Maine Avenue Baltimore, Maryland 21207	X	B								
Joseph Harrison Lockerman (No. 100) 229 No. Mount Street Baltimore, Maryland 21223	X	B								

	S	R	Impact	Bilingual	Urban	Inner-City	Suburban	Rural	Ethnicity	Grade Level
MARYLAND (Cont.)										
Benjamin Franklin Junior High School (No. 239) 1201 Cambria Street Baltimore, Maryland 21225	X	B								
Edmonson Senior High School (No. 400) 501 Athol Avenue Baltimore, Maryland 21229	X	B								
St. Clair Elementary School Cambridge, Maryland 21613		B						X	B-28% W-72%	K-2
MASSACHUSETTS										
Joseph P. Tynan (Hart) School 491 East Fifth Street Boston, Mass.	X	A				X			B-.5% W-99.5%	K-5
John Marshall School Dorchester, Mass. 02124		A	X						W-57% B-39% PR-4%	K-5
William Whiting School Holyoke, Mass. 01040		A				X			W-68.1% PR-19.5% B-12.4%	K-6
James Hennigan School 240 Heath Street Jamaica Plain, Mass. 02130	X	A				X			B-71.5% PR-10.5% W-18.0%	K-6 Special
Lincoln and Jefferson Avenues School Springfield, Mass. 01103		A		X		X			PR-100%	K-6
MICHIGAN										
Rose School 5505 Van Dyke Street Detroit, Michigan 48213	X	B				X			B-99.0% W-1.0%	K-6
Nichols School 3020 Burns Street Detroit, Michigan 48214	X	B				X			B-98.5% W-1.5%	K-6
Liberty Elementary School Highland Park, Michigan 48203		B				X			B-95.6% W-4.3%	PK-6

	S	R	Impact	Bilingual	Urban	Inner-City	Suburban	Rural	Ethnicity	Grade Level
MICHIGAN (Cont.)										
Cedar Street School Lansing, Michigan 48933		B		X		X			M-60% W-32% B-3.7% I-2.5% Oth-2.5%	K-4
MINNESOTA										
Independent School District No. 707 Nett Lake School Nett Lake, Minnesota 55772		E		X				X	W-2% I-98%	Pre-K-6
Staples Nongraded School Staples, Minnesota 56479		E						X	W-96% I-2% M-1% Oth-1%	K-6
MISSISSIPPI										
New Augusta Attendance Center New Augusta, Mississippi 39462		C						X	W-68.7% B-31.3%	K-12
MISSOURI										
West Boulevard Elementary School Columbia, Missouri 65200		E					X		B-25% W-75%	K-6
Walnut Grove School Ferguson, Missouri 63135		E					X		W-94.3% B-5.7%	1-6
Laclede School St. Louis, Missouri 63112		E	X			X			B-100%	4-7
Blair School 2708 North 22nd Street St. Louis, Missouri 63106	X	E				X			B-89.0% M-1.0% W-10.0%	K-8 EMR
Ashland School 3921 North Newstead Avenue St. Louis, Missouri 63115	X	E				X			B-99.9% W-0.1%	3-6
MONTANA										
Broadus Elementary School Broadus, Montana 59317		E						X	M-2.9% W-96.8% I-.3%	K-8
District 17-H Hardin, Montana 59034		E						X	W-70% I-26% M-2.6% O-1.3%	4-6

	S	R	Impact	Bilingual	Urban	Inner-City	Suburban	Rural	Ethnicity	Grade Level
NEBRASKA Roosevelt Elementary School Scottsbluff, Nebraska 69361		E		X			X		W-36.7% M-56.3% I-7%	K-6
NEVADA Myrtle Tate Elementary School Las Vegas, Nevada 89110		F		X			X		Or-1% B-9% W-83% M-5% I-1%	K-6
NEW HAMPSHIRE Memorial Junior High School Laconia, New Hampshire 03246		A					X	X	W-100%	7
NEW JERSEY Academy Street School Glassboro, New Jersey 08028		A					X	X	W-74.6% B-24.5% PR-.4% Or-.5%	PK-3
18th Avenue School Newark, New Jersey 07108		A	X			X			B-92% PR-6% W-1.5% Oth-.5%	K-1
Maple Avenue School 33 Maple Avenue Newark, New Jersey 07112	X	A				X			B-92.3% PR-6.7% W-0.6% Oth-0.4%	K-1
Central Avenue School 251 Central Avenue Newark, New Jersey 07103	X	A				X			B-92.3% PR-6.7% W-0.6%	K-1
NEW MEXICO La Luz Elementary School Albuquerque, New Mexico 87107		D		X		X			W-37% M-59% B-.8% I-3.2%	K-7
Dexter Elementary School Dexter, New Mexico 88230		D		X			X		M-70% W-30%	K-6
Las Cruces School District (No. 2) Las Cruces, New Mexico 88001		D		X		X			M-97% B-2% W-1%	K-6

	S	R	Impact	Bilingual	Urban	Inner-City	Suburban	Rural	Ethnicity	Grade Level
NEW MEXICO (Cont.)										
Santa Fe Elementary School Santa Fe, New Mexico 87501		D		X		X			M-82% I-22% W-14%	K-6
Taos High School No. 1 Taos, New Mexico 82571		D		X				X	M-94% I-6%	10-12
NEW YORK										
Theodore Roosevelt High School Bronx, New York 10458		A	X			X	X		W-5% PR-49% B-46%	9-10
New York City Public School No. 11 Brooklyn, New York 11238		A				X			B-87% PR-13%	2, 3
Charles Evans Hughes High School 351 West 18th Street New York, New York 10011	X	A				X			B-63% PR-22.3% W-7.1% Spanish Speaking 6.3% Oth-1.3%	9-12
George Washington High School 549 Audubon Avenue New York, New York 10040	X	A				X			B-31% Spanish Speaking 31.5% PR-18.5% W-18%	9-12
New York City Public School No. 97 Manhattan New York, New York 10002		A		X		X			PR-73% B-24% Oth-3%	2, 3
Theodore Roosevelt School Roosevelt, Long Island, New York, 11575		A					X		B-98.4% PR-.8% W-.8%	K-6
City School District Public School No. 28 Rochester, New York 14614		A		X	X				Sp-73% B-11% W-13% Oth-3%	PK, K-3
Sinclairville Elementary School Sinclairville, New York 14782		A						X	W-99.7% Or-.3%	K-5
NORTH CAROLINA										
Harrisburg School Harrisburg, North Carolina 28075		C						X	W-89% B-10%	1-8

	S	R	Im-pact	Bi-lingual	Urban	Inner-City	Suburban	Rural	Ethnicity	Grade Level
NORTH CAROLINA Alderman School Greensboro, North Carolina 27407		C					X		W-58.1% B-41.9%	1, 2, 3
NORTH DAKOTA Dunseith Junior-Senior High School Dunseith, North Dakota 58329		E						X	I-59.2% W-40.8%	7-12
OHIO Helen J. Neeley Elementary School Brook Park, Ohio 44142		B					X		W-98.7% B-.5% Or-.8%	K-6
Iowa-Maple Elementary School Cleveland, Ohio 44108		B	X			X			B-96% W-4%	K-6
Hazeldell Ememetary School 654 East 124th Street Cleveland, Ohio 44108	X	B				X			B-99.98% Or-.02%	K-6 EMR
Louis Pasteur Elementary School 815 Linn Drive Cleveland, Ohio 44108	X	B				X			B-100%	K-6 Pre-K
Morgan High School McConnelsville, Ohio 43756		B						X	W-94.6% B-5.3% I-1%	9-12 Special
OKLAHOMA Harding Junior High School Oklahoma City, Oklahoma 73106		D				X			W-42% B-57% I - 1%	7-9
OREGON Gilbert Park School Portland, Oregon 97236		F					X		W-95.5% I-2.7% M-1.8%	1-6
PENNSYLVANIA Kemblesville Elementary School Kemblesville, Pennsylvania 19347		B						X	W-93% B-6% PR-1%	PK-4
Julia R. Masterman Elementary and Junior High School Philadelphia, Pennsylvania 19130		B	X			X			B-75% PR-8% W-17%	4-9

	S	R	Im-pact	Bi-lingual	Urban	Inner-City	Suburban	Rural	Ethnicity	Grade Level
PENNSYLVANIA (Cont.) Bayerd Taylor School Philadelphia, Pennsylvania 19133		B		X		X			B-14% PR-36% W-50%	K, 1, (2-8 even-tually)
Charles E. Bartlett Junior High School 11th and Catharine Streets Philadelphia, Pennsylvania 19147	X	B	X						B-56.2% W-40.2% PR-3.2%	7-9
Jay Cooke Junior High School York Road and Louden Street Philadelphia, Pennsylvania 19141	X	B				X			B-75.0% W-16.9% PR-8.1%	7-9
Latimer Junior High School Pittsburgh, Pennsylvania 15212		B	X			X			W-69.4% B-30% Or-.3%	7-9
Arsenal Middle School 40th and Butler Streets Pittsburgh, Pennsylvania 15201	X	B				X			B-50.7% W-49.1% Or-.2%	6-8
Conroy Junior High School Page and Fulton Streets Pittsburgh, Pennsylvania 15233	X	B				X			B-94.1% W-5.9%	7-9
PUERTO RICO Cupey Bajo Second Unit Rio Piedras, Puerto Rico		A						X	PR-100%	7
S.U. Theodore Roosevelt B. Cataño, Puerto Rico		A						X	PR-100%	7
RHODE ISLAND Coggeshall Elementary School Newport, Rhode Island 02840		A			X				W-82.4% B-16.8% Or-.8%	1-3
SOUTH CAROLINA Westminister Elementary School Westminister, South Carolina 29693		C						X	W-88.9% B-11.1%	K-4
SOUTH DAKOTA Holgate Junior High School Aberdeen, South Dakota 57401		E						X	W-98% I-1.5% Or-.1%	7-9

	S	R	Im-pact	Bi-lingual	Urban	Inner-City	Suburban	Rural	Ethnicity	Grade Level
TENNESSEE										
Carnes Elementary School 943 Lane Avenue Memphis, Tennessee 38105	X	C				X			B-99.7% W-0.3%	K-6
Alcy Elementary School 1750 Alcy Road Memphis, Tennessee 38114	X	C				X			B-99.7% W-0.3%	K-6
TEXAS										
Locust and Travis Elementary School Abilene, Texas 79602		D		X		X			B-15.7% M-39.7% W-44.6%	1-6
Crystal City Independent School District Crystal City, Texas 78839		D		X				X	M-98% B-1% W-1%	4-8
Paul L. Dunbar Elementary School Dallas, Texas 75210		D	X			X			B-97% W-3%	1-6
David Crockett Elementary School 4010 North Carroll Avenue Dallas, Texas 75246	X	D				X			W-54% M-37% B-6% I-2% Oth-1%	K-6
T. D. Marshall Elementary School 915 Brookmore Street Dallas, Texas	X	D				X			B-98% M-2%	1-3
Region One Education Service Center Edinburg, Texas 78539		D		X	X		X		M-97.4% W-2.4% B-.2%	K
Edward L. Blackshear Elementary School Houston, Texas 77004		D	X	X		X			B-99.3%	K-6
Lamar Elementary School 2209 Gentry Street Houston, Texas 77009	X	D		X		X			MA-88% B-8% W-4%	K-6
Southland Elementary 3535 Dixie Drive Houston, Texas 77021	X	D		X					B-95.7% M-2.5% W-1.8%	1-6 EMR

	S	R	Impact	Bilingual	Urban	Inner-City	Suburban	Rural	Ethnicity	Grade Level
TEXAS (Cont.)										
United Independent School District Laredo, Texas 78040		D		X			X		W-60.7% M-36% B-1.9% Or-.7%	1-3
Lindale Independent School District Lindale, Texas 75771		D						X	W-76% B-23% M-1%	K-5
Baskin Elementary School San Antonio, Texas 78201		D	X	X		X			M-71.4% B-13.9% Oth-14.4% Or-.3%	K-6
Hirsh Elementary School 4826 Seabreeze Street San Antonio, Texas 78202	X	D								
Burnet Elementary School 406 Barrera Street San Antonio, Texas 78201	X	D		X		X			B-13.9% M-71.4% Or-0.3% Oth-14.4%	K-6 Developmental Services
Fenwick Elementary School 1930 Waverly Street San Antonio, Texas	X	D		X		X			B-13.9% M-71.4% Or-0.3% Oth-14.4%	K-6 Developmental Services
Stewart Elementary School 1950 Rigsby Street San Antonio, Texas 78210	X	D		X		X			B-13.9% M-71.4% Or-0.3% Oth-14.4%	K-6 Developmental Services
J. T. Brackenridge Elementary School 1214 Guadalupe Street San Antonio, Texas 78207	X	D								
Ogden Elementary School 2215 Leal Street San Antonio, Texas 78287	X	D		X		X			B-13.9% M-71.4% Or-0.3% Oth-14.4%	K-6 Developmental Services

	S	R	Impact	Bilingual	Urban	Inner-City	Suburban	Rural	Ethnicity	Grade Level
UTAH Escalante Valley Elementary School Beryl, Utah 84714		E						X	W-85% I-8% M-4% Or-2.7%	PK-6
VERMONT Park Street Intermediate School Springfield, Vermont 05156		A						X	W-100%	4, 5
VIRGINIA H. Wilson Thorpe Junior High School Hampton, Virginia 23369		B				X			W-20% B-80%	7, 8, 9
VIRGIN ISLANDS Charles H. Emanuel School St. Croix, Virgin Islands 00850		A		X				X	PR-58% B-42%	K-6
WASHINGTON Grand Coulee Dam Junior High School Grand Coulee, Washington 99133		F						X	W-76% I-19% B-2% M-1% Or-1% Oth-1%	7, 9
WEST VIRGINIA Jefferson Elementary School Parkersburg, West Virginia 26101		B				X			W-81% B-19%	K-4
WISCONSIN Jefferson Elementary School La Crosse, Wisconsin 54601		E						X	W-99% I-.8%	PK-6
Lee Elementary School Milwaukee, Wisconsin		E	X			X			B-100%	1
Emanuel L. Phillip Elementary School Milwaukee, Wisconsin 53209		E	X			X			B-97% Or-1% W-1% I-1%	K-3
Franklin Pierce School 2765 No. Fratney Street Milwaukee, Wisconsin 53212	X	E				X			B-32% M-4% O-1% PR-13% W-50%	K&1

	S	R	Impact	Bilingual	Urban	Inner-City	Suburban	Rural	Ethnicity	Grade Level
WISCONSIN (Cont.)										
Brown Street Elementary School Milwaukee, Wisconsin	X	E				X			B-97% W-2% M-1%	K&1
WYOMING										
Central High School Cheyenne, Wyoming 82001		E				X			W-78% M-15% B-6% Or-.2% I-.2%	10-12 Sp.Ed.

APPENDIX E. CONSULTANTS: TITLES AND AREAS OF SPECIALIZATION

Contemporary Research Incorporated (CRI) was pleased to have been able to use the expert assistance of a number of consultants throughout the evaluation. These consultants were specialists in psychology, psychometrics, sociology, sociolinguistics, speech, minority education, and reading.

The consultants who participated in the Right to Read study are listed below:

Consultant	Degree/Area of Specialization/ Present Practice
Dr. Howard S. Adelman	Ph. D., Psychology Developmental Psychology Special Education Competency-Based Teacher Education
Associate Professor, Department of Psychology, University of California at Riverside.	
Dr. Edith Buchanan	Ed. D., Curriculum Reading Specialist Program Director, Early Childhood M. A. Degree Program
California State College, Dominguez Hills.	
Dr. Lester R. D'Andrea	Ph. D., Psychology Research, Group Work
Self-Employed Consultant	
Dr. Seymour Feshbach	Ph. D., Psychology Cognitive and Motivational Disturbances in Children
Director, Fernald School, University of California at Los Angeles.	

Consultant	Degree/Area of Specialization/ Present Practice
Dr. Ralph Hoepfner	Ph. D., Psychology Educational Concepts Evaluation
Associate Research Educationist, Center for the Study of Evaluation, University of California at Los Angeles.	
Mr. James A. Johnson, Jr.	M. A., Mental Retardation Cross-Cultural Differences
Director, Multi-Ethnic Educational Program, Division IV, Far West Laboratory for Educational Research and Development.	
Dr. Marilyn Kourilsky	Ph. D., Speech and Economics Instrument Development
Director, Center for Study of Economics in Education, University of California at Los Angeles.	
Dr. Janice Laine	Ed. D., Education Reading Specialist, Early Childhood, Sociolinguistics and Psycholinguistics
University of California at Los Angeles.	
Dr. Charles Leyba	Ph. D., Education Bilingual-Bicultural Education
Director, Project Maestro, California State University, Los Angeles.	
Dr. H. Alan Robinson	Ed. D., Education Reading Programs Curriculum Development
Hofstra University, New York.	

Consultant	Degree/Area of Specialization/ Present Practice
Dr. William D. Rohwer, Jr.	Ph. D., Psychology Innovative Reading Programs
Professor, Department of Education, University of California at Berkeley.	
Dr. Roger Shuy	Ph. D., English Linguistics Sociological and Psychological Implication of Dialects
Director, Sociolinguistics Program and Professor of Linguistics, Georgetown University.	
Dr. Beatrice Ward	Ed. D., Curriculum Educational Research and Development
Far West Laboratory for Educational Research and Development.	